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Steps for the development of guidelines intended to facilitate the application of standards to teacher education programs during institutional self-study and accreditation processes are offered for the consideration of professional education associations and learned societies representing the various disciplines. The recommended steps are: an analysis of standards and evaluative criteria, a search of all available data on these standards, the identification of the basic issues, the drafting of tentative guidelines, a synthesis of reaction and criticism to these tentative guidelines into the form of a second draft with a strong point of view, a feasibility study of the second draft, and submission, after final revision, to the association's constituency. The resulting guidelines are expected to be most useful when they (1) are developed as a resource for institutions in the process of improving their teacher education programs and for members of visitation teams as they assess the quality of institutional programs; (2) give consideration to the format, terminology, and substance of accreditation standards; (3) and are revised and updated periodically. (SM)

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ASSOCIATED ORGANIZATION

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DEVELOPING GUIDELINES IN TEACHER EDUCATION

The Role of Professional Associations and Learned Societies in the Process of Accreditation in Teacher Education

WASHINGTON, D. C. 1969

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Preface

The advancement of teacher education is the primary objective of the Associated Organizations for Teacher Education. Within this broad aim there are specific objectives more likely to be reached through the *joint* efforts of AOTE's members rather than if each organization attempts to "go it alone." AOTE hopes, specifically:

1. To facilitate the development of programs of action, the utilization of resources, and the extension of intellectual horizons through unified effort and synthesis of the best thought in the entire field of teacher education
2. To provide opportunities for organizations and their members to work together in ways not feasible when operating separately
3. To mobilize resources which will enable the participating organizations to undertake the study of vital issues and questions in teacher education
4. To serve as an authoritative voice for organizations engaged in the education of teachers
5. To encourage high professional standards in teacher education
6. To promote the support of research in teacher education
7. To promote close cooperation between professional education and the teaching fields (subject-matter areas).

Several of these objectives are important aspects of the current effort which has culminated in this guide to guidelines.

The publication of the proposed new NCATE Standards by the AACTE Evaluative Criteria Study Committee issued at once a challenge to and an opportunity to the various professional organizations which have an interest in teacher education. The Advisory Council of AOTE recognized this as an appropriate area of concern and established a Task Force to work therein. It soon became apparent that organizations which were not members of AOTE were quite interested in being involved in the project. Thus, the activities of the Task Force were expanded to include all interested professional associations.

This document represents the cooperative efforts of this group and its positive outcomes, of both member and nonmember organizations. AOTE is

pleased with the product of these activities and hopes that those organizations which joined AOTE for this purpose will wish to continue their involvement for the further advancement of teacher education.

The Task Force, which has been responsible for this project, wishes to thank the Advisory Council of AOTE; their members are listed on page 6. A special note of thanks must be given to the chairman, Dorothy McGeoch. Not only has she provided the leadership for steering this project along rapidly, but she has done an extra job of bringing to this document the essence of the many ideas which were generated at the Task Force meetings. We are especially grateful to her for this.

MARK SMITH
Secretary, AOTE

INTRODUCTION

On October 31, 1968 the Task Force on Guidelines for the National Council for Accreditation of Teacher Education Standards of the Associated Organizations for Teacher Education sponsored a conference for representatives of professional associations and learned societies. Representatives of thirty-five organizations with major concerns in the field of teacher education participated. Dr. Edwin P. Adkins, chairman of the Evaluative Criteria Study Committee of the American Association of Colleges for Teacher Education, discussed the opportunities and responsibilities of the professional organizations in the proposed new accreditation standards. Representatives of the Council for Exceptional Children, the National Council of Teachers of English, and the Association for Student Teaching outlined the experiences of their organizations in developing supplementary guidelines.

As an outgrowth of the discussions of conference participants, three major recommendations were made:

1. That the AOTE Task Force be asked to develop a manual of suggestions concerning the format and the writing of guidelines—in essence, a guide to guidelines.
2. That AOTE serve as a clearing house for the guidelines developed by the professional associations and learned societies and be responsible for the dissemination of these to institutions and NCATE teams.
3. That professional organizations initiate research which would lead to the development of sound evaluative instruments and procedures which would, in turn, assist institutions in providing evidence of the quality of their graduates as required in the new standards. The results of such research should be made known to AACTE which has the continuing responsibility for studying and revising NCATE accreditation standards.

The first recommendation has resulted in the present manual for the development of guidelines. Action on the second and third has not yet been taken. The need to coordinate the efforts of the professional associations and learned societies in developing compatible guidelines continues to demand attention. Means must be found to enable

all those committed to excellence in the preparation of teachers to work together toward that end.

TASK FORCE
ON GUIDELINES FOR NCATE STANDARDS

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I

ACCREDITATION IN TEACHER EDUCATION

The National Council for Accreditation in Teacher Education (NCATE) is the official agency for the national accreditation of teacher education. Under the 1965 revision of the NCATE constitution, the American Association of Colleges for Teacher Education, as the representative of the higher education community, was allocated responsibility for the continuing review and revision of accreditation standards for the education of teachers.

An Evaluative Criteria Study Committee, established by the AACTE in 1966, has worked in close cooperation with representatives from teacher-preparing institutions, professional organizations, state departments of education, and the profession, to develop new standards for accreditation. The proposals incorporated in the December 1967 draft of the standards reflected the findings of the first year of the Evaluative Criteria Study. This draft was revised in 1968 and a Feasibility Project involving the experimental application of the proposed standards in eight pilot institutions was completed in May 1969. The Evaluative Criteria Study Committee will make its final recommendations on accreditation standards in October 1969. After acceptance by AACTE and NCATE the new standards will become the official basis for accreditation of institutions offering programs in teacher education.

The Evaluative Criteria Study Committee has recognized the important contribution of professional associations and learned societies to the improvement of teacher education during the development of the new standards by encouraging participation of representatives of these groups in all phases of the study. The Committee has also proposed means for indirect involvement of organizations and societies which have a special interest in the preparation of teachers and other school personnel.

The proposed accreditation standards require institutions seeking accreditation or reaccreditation to consider and to examine critically the recommendations of professional organizations concerned with the preparation of teachers in their specialties. This does not mean that such recommendations must be accepted or that they

will be enforced by NCATE. It clearly does not encourage or support the establishment of independent accrediting agencies. The standards do, however, provide professional organizations with a systematic way of bringing their concerns to the attention of college and university faculties.

The new standards incorporate a consideration of guidelines developed by professional associations and learned societies in both basic and advanced programs for the preparation of teachers. In the programs for initial preparation, guidelines for the content of the teaching specialty and for the humanistic and behavioral studies in the professional component are solicited. The standards also require a consideration of guidelines for laboratory, clinical and practicum (student teaching and internship) experiences, and for the library and media and instructional materials center. Special mention is made of the need for guidelines which will define the process of and the criteria for evaluation of graduates.

In the advanced programs, standards relating to the general and specialized content of the respective programs, those relating to direct and/or simulated experiences, and also to library holdings require the consideration of guidelines developed by the professional associations and learned societies.

Thus, organizations which develop guidelines for professional preparation of teachers and other school personnel have the assurance that the proposed new standards (a) acknowledge the potential contribution which such guidelines can make to the improvement of teacher education, (b) call for an awareness of the recommendations in the guidelines on the part of the institutions seeking accreditation and (c) encourage serious consideration of these recommendations by institutions as they develop the rationale for the various teacher education programs offered.

The following sections of this manual offer suggestions for the development of guidelines by professional organizations and comment on how such guidelines may be most effectively structured for use in institutional self-study and in the accreditation process.

NOTE: Some material in this section was adapted from: Massanari, Karl. American Association of Colleges for Teacher Education. *Proposed New Standards for the Accreditation of Teacher Education and the Professional Association or Learned Society.* Washington, D. C.: The Association, October 1968. 40 pp. (Mimeo.)

II

DEVELOPMENT OF GUIDELINES

Organizations which are undertaking an initial statement or a revision of guidelines for their special area of concern will, of course, approach the task in various ways. Some may set up large task forces and an elaborate series of operations to formulate a definitive statement of the bases for excellence in their fields. Others may find minor revisions in existing statements or a compilation by a small committee adequately meets their needs.

Combined experience of a number of professional groups, however, has suggested a series of steps which take into account the major elements necessary for the development of valid and usable guidelines. These steps are presented as a model which may be adopted or modified by any group interested in developing its own plan of action.

Analysis of Standards

A reasonable first step for any organization is to determine, as fully as possible, the implications of the standards and the evaluative criteria for its own field of special concern. A careful study of the statements of the Evaluative Criteria Study Committee of AACTE [1] and an analysis of how its content influences any special aspect of the education of teachers is very important since, as has been said, the organizational guidelines are intended to supplement the standards.

Because the final acceptance of the standards by AACTE and by NCATE is still in the future, some organizations may feel that delay in the formulation of guidelines is necessary. It is unlikely that major changes will be made at this stage, however, and the advantage involved in having at least tentative guidelines ready to be used at the time the new standards are put into operation is worth considering.

Collection of Relevant Materials

The study of the proposed standards for accreditation will suggest to most organizations documents already in existence which have a bearing on the areas considered. Yearbooks, articles in professional journals, resolutions, and other policy statements of the organization are likely sources for such relevant materials. Many

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1 American Association of Colleges for Teacher Education. *Standards and Evaluative Criteria for the Accreditation of Teacher Education.* Washington, D. C.: The Association, December 1967.

of these may deal with limited areas and most are likely to present individual positions rather than group consensus, but they are most helpful in affording an overview of the thinking in the field and in providing the basis for identifying and stating the issues which exist.

Another source of information is the statements of other organizations in the same or related fields. Considerations of the relation of a special field to the total program of teacher education may clarify the unique contribution of the specialty and avoid duplication of effort or potential conflict.

Identification and Statement of Issues

Basic to the development of usable guidelines is the need to deal with issues in such a way that a major portion of the specialists in the field can be comfortable with the results. This is not an easy or a short process. It is, in fact, the very heart of the procedures for developing guidelines and will undoubtedly continue until the final official action in accepting the stated position of the organization. It is bound to be helpful, however, to have, very early in the work, an understanding of the issues which exist and the often conflicting positions held by individual scholars. No guidelines can or should please everyone. They can and should, however, be written from an informed and consistent position which represents the best thinking of leaders in the field.

Initial Statement of Guidelines

The actual drafting of tentative guidelines should be assigned to an individual or continuing group well qualified to carry through successive revisions until final adoption. Such a task takes scholarship, flexibility, and commitment of a very high order. It is necessary to select most carefully individuals who are not only able but willing to make such a demanding commitment to the organizational program.

One organization recently convened its nine-member committee on guidelines for a three-day conference during which position papers were presented on previously defined issues. Policy issues in relation to content and format of the guidelines were discussed and plans for next steps developed.

Not all organizations will have the resources to support such a comprehensive effort as the one described. The writing committee, however, must

have some time together to draft an initial statement. Provision must also be made for editing, preferably by an individual or a group of no more than two or three, to insure clarity and consistency of the statements made. Definitions of any new or reinterpreted terms used in the guidelines are also an important part of any statement which is to be made available to a wider audience.

Dissemination and Reaction

The tentative guidelines need to be read, discussed, and criticized by as many of the sponsoring group as possible before final adoption. The timing and the methods used will certainly vary from group to group, however.

Some organizations choose to distribute copies of preliminary drafts to the total membership and to plan sessions of national or state meetings for discussion and reaction. Others prefer first to secure the opinions of a selected group of leaders in the field who act as consultants to the writing committee. Organizational policy may mandate specific dissemination procedures including approval of the tentative statement by the executive committee.

Whatever the methods used, provisions need to be made for recording and making available to the guidelines' committee as complete a report of the reactions of members and specialists as possible. It is only with the benefit of such potentially diverse viewpoints that effective revision can be undertaken.

Revision and Exploratory Application

Thoughtful reactions by many people, including both specialists in the field and others with more general interests in teacher education, are a major factor in the initial revision of the tentative guidelines. The second draft can then represent an attempt to consider and reconcile many viewpoints. It must also represent a clear position on issues which cannot be readily resolved. Ambiguous or weasel-worded guidelines do not help to raise standards of professional preparation or, in the long run, to reconcile differences among workers in the field.

Another vital test of the worth of the projected guidelines lies in a trial application to a number of differing programs. The feasibility study of the Evaluative Criteria Study Committee provided for use of the new standards by specially trained

teams at eight institutions. The guidelines previously developed by several organizations were also used by the pilot institutions.

Groups developing new guidelines will find it helpful to conduct their own feasibility studies to determine what happens when the guidelines are applied to representative institutional programs by persons other than those involved in making the original statement. Both the practical consequences and the clarity of communication will be tested in such a trial use. Unforeseen implications and ambiguities are almost certain to come to light. Again, full and accurate records of the feasibility studies must become a part of the data to be used in future revisions of the guidelines.

Acceptance by Organization

At some point, after revisions and reactions and trials and more revisions, a statement of guidelines must be prepared for action by appropriate organizational means. Acceptance of the guidelines as the official position of the organization may be sought through a vote of the membership, action of the delegate assembly, or acceptance by the executive committee. Whatever means is used, it must be clear that the organization supports the guidelines as representing dominant thinking within its own field. The influence of the guidelines as a supplement to the NCATE standards in the accreditation process will depend in large measure on the extent to which the professional organizations and learned societies are able to clearly state and fully support guidelines to excellence in their own fields. This represents the challenge and the opportunity of the new standards for the organized professional and scholarly groups in teacher education.

Continuing Study and Revision

The American Association of Colleges for Teacher Education is committed to a continuing program of study and evaluation of the NCATE standards for accreditation in teacher education. Hopefully, this program may be influenced and enriched by many supplementary studies of professional associations and learned societies as they seek to define more clearly their own guidelines. A reciprocal relationship between standards and guidelines as each responds to new circumstances and new knowledge can only result in greater usefulness and greater influence for both.

III

FORMAT, TERMINOLOGY, AND SUBSTANCE

Any attempt to state guidelines for a special field requires answers to such questions as: What shall be included? How shall the content be organized? What considerations should determine the terminology to be used?

The answers to all of these questions would seem to be related to the purposes for which the guidelines are to be used. If it is assumed that they are to supplement the accreditation standards, three major purposes become evident. The organizational guidelines will guide the establishment and development of new programs, they will provide valuable points of reference for the institutional self-study preceding the accreditation visit, and they will be a resource for members of visitation teams in studying specific aspects of institutional programs. The basic premise that the organizational guidelines are to be considered in relation to the needs of the particular institution rather than regarded as standards to be met by all applies to the use of guidelines for any purpose. Each purpose makes unique demands upon the format and terminology used, however.

During the self-study phase of the accreditation process institutional groups seek ways of assessing their own structures and processes. Over a period of time they attempt to determine the characteristics of excellence in their field, to delineate institutional priorities and limitations, and to make a clear statement of the strengths and needs of their programs as they see them. At this stage a rather detailed exposition of the positions of professional organizations is valuable. Guidelines, supplemented by explanatory materials and illustrations of varied practices, are useful. So, too, are statements by authorities in the field which provide the rationale and theoretical premises on which the recommended practices are based.

Faculties engaged in self-study may require a rather detailed description of the background of the guidelines written primarily for specialists in the field and adapted to study, discussion, and assessment by institutional groups. The content should be organized so that its relation to accreditation standards is readily visible but does not need to be limited to an explication of the standards. A variety of terminology may also be used if it is clearly defined and related to the terms used in the standards. Thus, purpose of

self-study can be most effectively served by what might be conveniently called a "long form" of the standards.

The visiting teams will require a statement of organizational guidelines to be used in their on-campus activities and reporting. This statement should include only the essential elements of an excellent program, should be organized to directly supplement the accreditation standards, and should use the terminology of the standards wherever possible. A single sheet listing guidelines in a form that can be used by both specialists and generalists in assessing programs will have far greater potential influence on the report of the visiting team than many pages of relevant but less accessible material. This "short form" of the guidelines, specifically developed for use of visiting teams, must be considered an important part of the task of any organization aspiring to influence accreditation procedures.

The substantive issues in the development of standards for accreditation have been the subject of long consideration by the Evaluation Criteria Study Committee. The Committee's deliberations have resulted in standards which emphasize evaluation procedures rather than lists of objectives, and quality of instruction over patterns of organization and administration.

In developing guidelines to supplement the proposed standards organizations will need to make decisions concerning relative emphasis on *process* or *product, resources for* or *commitment to* teacher education in institutional programs.[1] The need to devise means for assessing the quality of the teachers and other school personnel prepared by institutional programs challenges professional organizations to special efforts in this area. Clearly, such means are not now well developed and research which would lead to the development of evaluative instruments and procedures must be increased. The guidelines of professional associations will need to recognize both the importance of evaluative procedures and the lack of effective means at the present time.

To consider organizational guidelines only in terms of their purposes in relation to the accreditation process is, of course, much too limited a conception of their value. The importance to the organization of the process of developing and

[1] American Association of Colleges for Teacher Education. Evaluative Criteria Study Committee. *Evaluative Criteria for Accrediting Teacher Education—A Source Book on Selected Issues.* Washington, D. C.: The Association, 1966.

disseminating a statement of their basic beliefs cannot be overestimated. The importance to teacher education of clearly defined statements of priorities in its many aspects is equally impressive. The likelihood of conflicting requirements and unrealistic standards is immediately evident, however, and must be considered.

IV

SPECIAL INTERESTS AND GENERAL CONCERNS

The role of the professional organizations and learned societies in setting standards for the preparation of teachers is not easily resolved. It was, in fact, a major issue considered at length by AACTE's Evaluative Criteria Study Committee. The present provisions for indirect participation of the interested organizations in the accreditation process through consideration of organizational guidelines are not universally regarded as an ideal solution to the problem. It has been said that any attempt to incorporate the recommendations of all organizations in a single program would result in a program of teacher preparation which would require at least ten years to complete. In other words, the specialized requirements of the various professional groups may be so comprehensive and complex that they cannot be seriously considered in any practical assessment of program. Distasteful as it may seem, this quite cynical statement is not completely unjustified. Standards and guidelines developed by various professional organizations are not always compatible; major inconsistencies and discontinuities do appear; attempts to satisfy all recommendations within a single teacher preparation program might well lead to frustration; and organizational structures for resolving potential conflicts and developing compatible systems do not exist.

If the procedures for the use of organizational guidelines to supplement accreditation standards are to fulfill their stated purpose, the organizations concerned must do more than develop excellent statements of guidelines for their own fields. They must, in addition, devise ways of working with other organizations to develop recommendations which can be implemented simultaneously, which provide balance and flexibility in the program for preparation of teachers and which are respected and considered by all groups because they provide for the legitimate interests of each.

V

IN SUMMARY: GUIDE TO GUIDELINES

Guidelines for the preparation of teachers and other school personnel will be most useful when they do the following:

1. Are developed as a resource for institutions in the process of improving their teacher education programs and for members of visitation teams as they assess the quality of institutional programs (long and short forms)
2. Give consideration to the format, terminology, and substance of the accreditation standards
3. Are developed in relation to the many demands made on teacher education programs by the inclusion of elements considered essential by a large number of organizations
4. Take into account recommendations for the same area of specialization developed by other professional associations or learned societies
5. Are revised and updated periodically
6. Are made available to institutions engaged in self-study, to other organizations concerned with teacher education and to NCATE visitation teams.

APPENDIX A

PROFESSIONAL ASSOCIATIONS AND LEARNED SOCIETIES WHICH PARTICIPATED IN THE AOTE CONFERENCE ON NCATE GUIDELINES

American Association for the Advancement of Science
American Association of Colleges for Teacher Education
American Association of Health, Physical Education, and Recreation
American Association of School Administrators
American Association of School Librarians
American Association of Teacher Educators in Agriculture
American Chemical Society
American Historical Association
American Home Economics Association
American Industrial Arts Association
American Library Association
American Personnel and Guidance Association
American Speech and Hearing Association
Association of American Colleges
Association of American Geographers
Association of Classroom Teachers, NEA
Association for Childhood Education International
Association for the Education of Teachers in Science
Association for Field Service in Teacher Education
Association for Student Teaching
Council for Exceptional Children
Council of Student Personnel Associations
Department of Audiovisual Instruction, NEA
Department of Home Economics, NEA
International Reading Association
Music Educators National Conference
National Association for Business Teacher Education
National Art Education Association
National Commission on Safety Education
National Commission on Teacher Education and Professional Standards, NEA
National Council of Teachers of English
National Council of Teachers of Mathematics
National Society of College Teachers of Education
Philosophy of Education Society
Speech Association of America

APPENDIX B

REFERENCES TO GUIDELINES IN PROPOSED NEW STANDARDS

For basic programs (programs for the preparation of teachers through the baccalaureate, fifth-year, and master's degree levels):

1. The content for the field of specialization (1.35)
2. The content for the humanistic and behavioral studies in the professional studies component (1.43)
3. The requirements for the study of teaching and learning theory with appropriate laboratory and clinical experiences (1.53 and 1.63)
4. The nature of the "practice" aspect—student teaching and internship—in the professional studies component (1.78) and
5. The library holdings (4.14).

For advanced programs (programs beyond the master's level for the advanced preparation of teachers and programs beyond the baccalaureate level for the preparation of specialized school personnel):

6. The general and specialized content for the respective programs (G-1.24)
7. The requirements for direct and/or simulated experiences (laboratory, clinical, practicum, assistantship, and/or internship) in the advanced programs (G-1.35) and
8. The library holdings for advanced programs (G-4.12).

Standards and Evaluative Criteria for the Accreditation of Teacher Education. Washington, D. C.: American Association of Colleges for Teacher Education, December 1967. 40 pp.